DIVESTUDIES
L a b o r a t o r y

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Sr. Research Program Manager

Tools of the Advocacy Trade:

The Neighborhood Inventory for Environmental Typology (NIfETy) Data and other Resources Available to Community Advocates

Department of Mental Health
Johns Hopkins Bloomberg School of Mental Health
111 Market Place, Suite 850
Baltimore, MD 21202
(410) 347-3212

Neighborhood Inventory for Environmental Typology (NIfETy)

(1) gather information on the physical environment of urban neighborhoods.

(2) clarify the environmental contexts in which youth live and experience violence and AOD exposure.

(3) provide insight to policy makers and other stakeholders on environmental targets for future intervention efforts.

Enviro-WHAT??!?!?
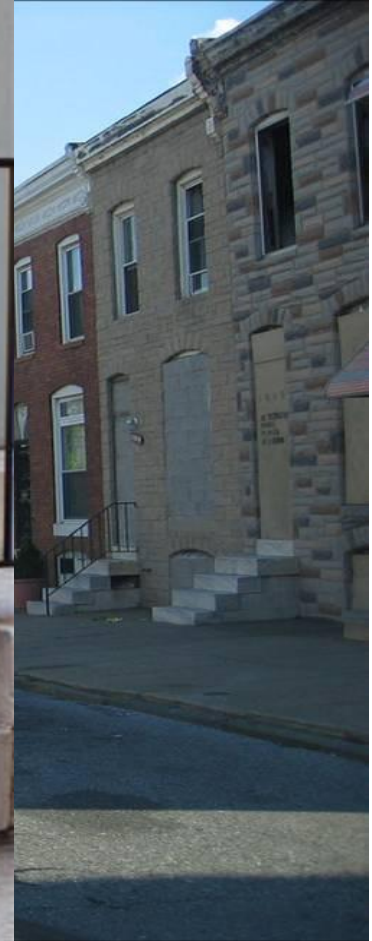
Enviro-Social Toxicology

DIVESTUDIES
Laboratory

WHY STUDY

NE???

- Wh

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Goals of the NIfETy Project

Transform Baltimore City Neighborhoods → Impact youth exposure

Needs and assets assessment
→Good data

Coalition building and community partnerships→
ACTION Commitment
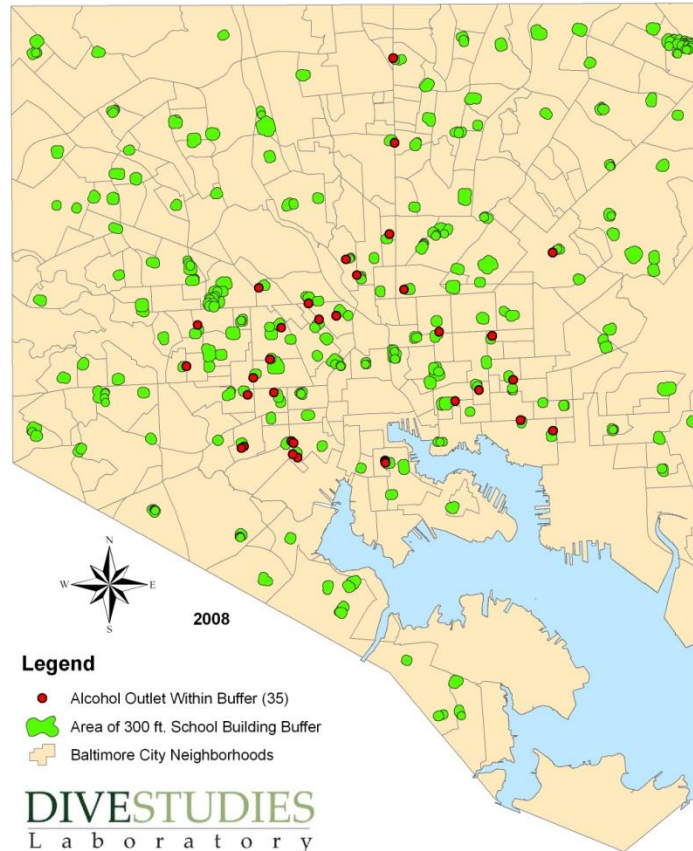
Strategic staging of interventions
Ongoing evaluation

Provide a Community Developmental Model

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We've been doing this for a while…

Collaboration with Baltimore City Council

Alcohol Outlets Within 300 ft. Buffer of Baltimore City Public School Buildings

2008

Legend
- Alcohol Outlet Within Buffer (35)
- Area of 300 ft. School Building Buffer
- Baltimore City Neighborhoods

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Parent Grant funded by National Institute on Alcohol Abuse and Alcoholism
Additional funding provided by Centers for Disease Control and the Center for the Prevention of Youth Violence
Baltimore City data provded by the Baltimore City Mayor's Office of Information and Technology
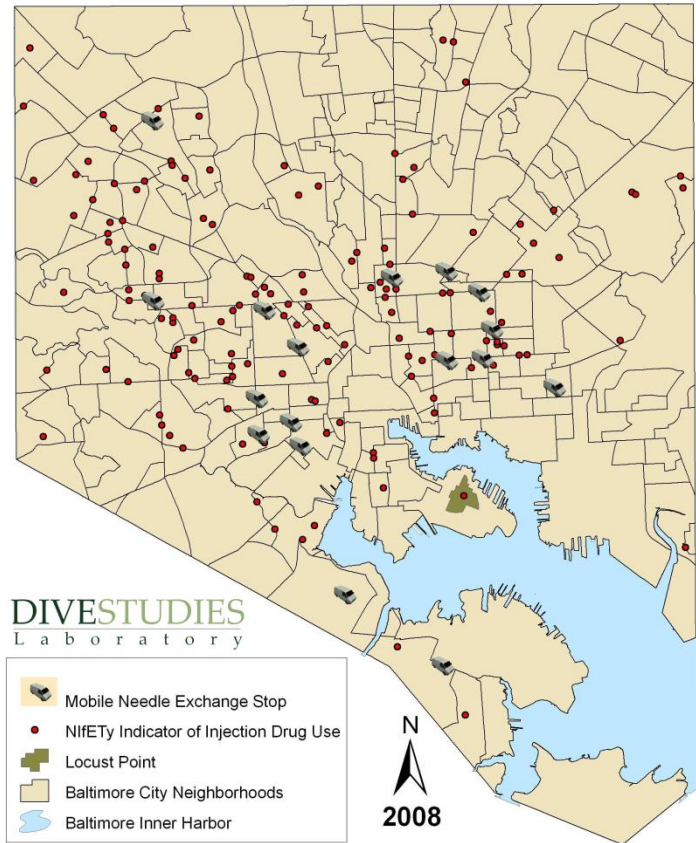
Performing a systematic and objective contextual analysis of the key alcohol-related environmental precipitators theorized to promote and sustain elevated levels of VAOD exposure among youth in Baltimore City.

Collaboration with Baltimore Substance Abuse Systems (bSAS)

Informed decision-making regarding placement and future funding priorities for drug treatment facilities in Baltimore City.

NIfETy Evidence of Injection Drug Use and Mobile Needle Exchange Stops in Baltimore City

DIVESTUDIES Laboratory

Legend:
- Mobile Needle Exchange Stop
- NIfETy Indicator of Injection Drug Use
- Locust Point
- Baltimore City Neighborhoods
- Baltimore Inner Harbor

N

2008

Parent Grant funded by National Institute on Alcohol Abuse and Alcoholism
Additional funding provided by Centers for Disease Control and the Center for the Prevention of Youth Violence
Baltimore City data provided by the Baltimore City Mayor's Office of Information and Technology
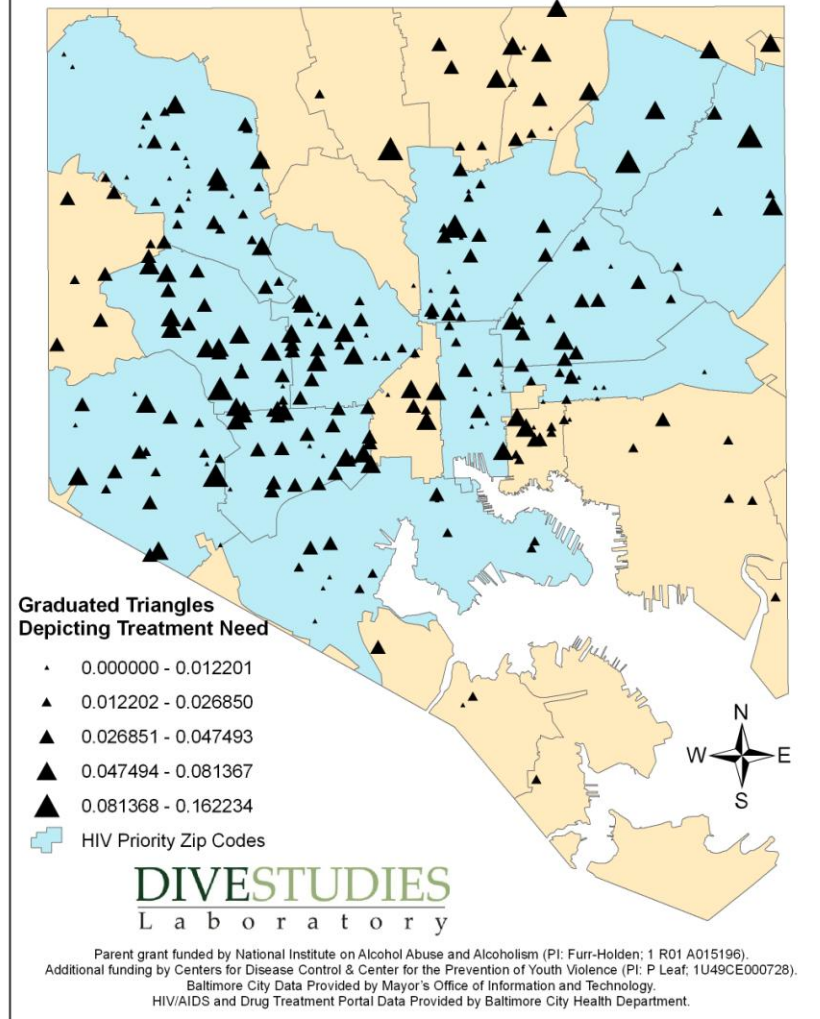
Collaboration with Health Department

Informing targeted intervention priority areas for HIV/IDU in Baltimore City. Merging relevant City and NIfETy data to triangulate HIV incidence, evidence of recent IDU, and drug treatment. **Health Department**

260 Block Faces with Evidence of IDU Depicted by Graduated Triangles & HIV Priority Zip Codes

Graduated Triangles Depicting Treatment Need

- 0.000000 - 0.012201
- 0.012202 - 0.026850
- 0.026851 - 0.047493
- 0.047494 - 0.081367
- 0.081368 - 0.162234

HIV Priority Zip Codes

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Parent grant funded by National Institute on Alcohol Abuse and Alcoholism (PI: Furr-Holden; 1 R01 A015196). Additional funding by Centers for Disease Control & Center for the Prevention of Youth Violence (PI: P Leaf; 1U49CE000728). Baltimore City Data Provided by Mayor's Office of Information and Technology. HIV/AIDS and Drug Treatment Portal Data Provided by Baltimore City Health Department.

HOW…

- GIS…not to be confused with GPS
- PDAs
- NIfETy Method
  - Instrument
  - Citywide random sample
  - Instant data
  - Summary scores/ Aggregated data to speak to the issue at hand.

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NIfETy Method

Merging GIS technology with observational epidemiology

170+ items

Fully automated on PDAs with 7 core domains:
1. Physical layout (length, width, alleys)
2. Type of structures (residential types, %usage)
3. Youth Activity (playing/recreation)
4. Adult Activity (monitoring youth, interacting)
5. Physical (Dis)order (landscaping, trash)
6. Social (Dis)order (noise, fights, intoxication)
7. Violence and AOD indicators (syringes, police tape, memorials)

Data Collection Procedures

Arrive and take it all in

- Cruise → be aware or your surroundings
- Enter layout data → mentally note activity
- Estimate transit traffic → adult and youth
  - Cruise -> enter activity data
- Enter Physical and Social (Dis)order data
- (If needed) Cruise → Enter violence/AOD data

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Rules to live by

- Be aware of your surroundings
- Carry your cell phone
- Keep a visual on your partner
- Stay on public property
- Be straight with people
- Do not reason with the unreasonable
- Be responsible for your safety
- WHEN IN DOUBT → GET OUT!

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6:15 – 6:30 p.m.

Day and Night Ratings

<u>Day Hours</u>

- As early as 11 a.m.
- Must end by dusk, no later than 7 p.m. in the summer
- <u>Night hours</u>
- Start 10 p.m. or later
- End by 3 a.m.
- Thursday, Friday, Saturday, Sunday only!
- Must do night ratings in the same week as day ratings
- To pair or not to pair? Think safety and volume!

Variable Definitions

General Principles:

- Standardized definitions and responses

- Do not guess, use your manual

- When in doubt, call a field supervisor

- Err on the side of caution. If you can't tell, others probably can't either

- Remember it's the experience of being in the neighborhood that we want to capture

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of Commercial Business

- Count any operating for-profit or not-for-profit business entities, etc. Do not include illegitimate or informal businesses (e.g. snowball stand or home-based car wash). Do not include permanently shut down businesses.

Illegitimate or Informal Businesses

- Count may include home-based snowball stands, home-based car washes, make-shift music retail outlets (e.g., guy selling CDs out of trunk), and make-shift clothing outlets (e.g., clothes being sold out of a truck/on the street where licensed vendors typically do not operate).

of Liquor Stores

- Count any **operating store** that gives the outward appearance of being a liquor retail outlet. Do not include bars unless the bar has a separate carryout entrance that touches the block, and rate this under both "# of Liquor Stores" *and* "#of Bars".

Churches

- Look for names (e.g., Free Will Baptist Ministry), key words (e.g., reverend, pastor), and crosses. Also count small store-front churches and churches sharing space with other groups.

of Broken Windows

- On *any* structure, count *all* broken windows that allow air to pass through. Include un-repaired broken glass still in its frame and windows with glass missing. Do not include makeshift repairs if all of the glass is present (e.g. a crack in the glass is repaired by duct tape with all glass still in place). If there is no sign of repair and all glass is in place, it's a broken window.

Un-Boarded Abandoned Bldgs

- Count all abandoned structures (commercial or residential) with at least one broken door and/or window(s) on the first floor that is not boarded up with wood, cinder blocks, bricks, etc.

Trash in Other Open Spaces

- Include sidewalks, vacant lots, peoples' yards, etc. Do not include trash in the street or alley.

Evidence of Landscaping

- E.g., Potted plants, well-groomed tress, window boxes with plants, garden, fresh cut lawns, etc.

Drug Paraphernalia

- Include any evidence of materials used in the production, transport, or sale of illicit/illegal substances. E.g., Syringes, baggies, vials, blunt guts, marijuana roaches, and crack pipes.

Baggies

- Include drug baggies only (e.g., small marijuana baggies).

Vials/Vial Caps

- Include drug vials and vial caps only.

The case for place-based surveillance…

- Rapid data turnaround for immediate public health information.

- Latest and greatest information.

- Takes what would normally be anecdotal and quantifies it.

- You control the resolution.

- You can go after the "what's missing."

- Self report corroboration—or disconnect detection.

- Intervention monitoring.

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Successful DIVE-Community Partner Collaborations

…would be driven by (urgent) issues that require further information for evidence-based decisions.

example:

Liquor Board Hearing testimony.

-hard, not anecdotal evidence…

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JOHNS HOPKINS
BLOOMBERG
SCHOOL of PUBLIC HEALTH

Laying the Groundwork And Providing Our Partners With
The Evidence Needed For Successful Community Action

Home   About Us   Projects   Grants   Publications   Data   Contact Us

Drug
Investigations
Violence
Environmental Studies

Collaborators
Community Partners

JHSPH Department of Mental Health
The Door
PIRE
Location Age
Baltimore City Data Collaborative
The Center for Prevention and Early
Intervention
Center for Prevention of Youth
Violence
Urban Health Institute
Center for Addictions, Personality, and
Emotion Research (CAPER)
Mayor's Office of Information
Technology (MOIT)

News and Events

❖ Windows to Health Launch
❖ Between Access and Consumption
❖ Proof? (Debate on the Minimum

Our Mission

While environmental strategies for health promotion have
been successful in decreasing the incidence of infectious
diseases and injuries, the environmental approach has not
been adapted to decrease or prevent violence and AOD
exposure.

WINDOWS
TO
HEALTH
Click Here

The Drug Investigations, Violence, and Environmental
Studies (DIVE) Laboratory seeks to provide contextual insight on violence and alcohol and other
drug (VAOD) exposure among Baltimore City youth. We lay the groundwork and provide our
partners with the evidence needed for successful community action targeted at environmental
features within communities using a classic epidemiologic approach. We clarify the environmental
contexts in which youth live and experience violence and AOD exposure, and provide insight on
environmental factors which promote or sustain elevated levels of toxic social exposures within
neighborhoods.

Our Instrument

The Neighborhood Inventory for Environmental Typology (NIfETy)

Newest Developments

- Windows to Health

visit us at www.divestudies.com for more information on this initiative!

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We want to work with you…

What evidence do you need?

How can the DIVE help you make a case?

- www.divestudies.com
- 410-347-3212
- msmart@jhsph.edu

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Other great tools…

- Baltimore City Imap
- Crimebaltimore.com
- Baltimore City School climate data
- Baltimore City website

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http://maps.baltimorecity.gov/imap/Default.aspx

File   Edit   View   Favorites   Tools   Help

Favorites   Suggested Sites ▾   Free Hotmail   Bing™ Traffic ▾   Web Slice Gallery ▾

Baltimore City iMap ... Citizen resource for cultural, ci...

A citizen resource for cultural, civic and property information

Baltimore City *i*Map

Print   311 Services   Fighting Crime Online   CitiStat

LOCATE ▶

Address	Intersection	Neighborhood

| 4832 ▾ | Hazelwood | AVE ▾ |
| Num. | Dir | Name | St. Type |

Layers | Legend

To turn layers on/off, check layer and click the Update button.

***Use the **information** tool from the right panel to get layer details.

- ☑ Aerial Photo 2006
- ☑ Cultural Features
- ☑ Civic Features
- ☐ Zoning
- ☐ Economic Zones
- ☐ Historic Districts
- ☐ Neighborhoods
- ☐ Council Districts
- ☐ Leaf Vacuum Area
- ☐ Flood Zones
- ☐ Rail
- ☑ Roads
- ☐ Buildings

▲ UPDATE

Navigation: ⦿ Zoom In   ◯ Zoom Out   ◯ Pan

Choose the appropriate tool. To zoom click on the map or draw a rectangle. To pan click on the map to re-center or click and drag the map.

Map Size ▣   ⊕ In ▮▮▮▮▮▮ Out ⊖

About Location | Nearby Sites

Select a tool and click on the main map

◯ **Information** on parcels, zoning, and more.   CLEAR

◯ **Birds Eye View**

Address	4832 Hazelwood Ave
Blocklot	5733D004E
Council District	2
Neighborhood	Cedmont
Census Tract	24510260101
	Tract Map, Report
ONE PLUS ONE	Friday/Wednesday
Please note:	(Trash/Recycling)

Under One PLUS One, set out your recylcing at the same place you set out your trash.

Police District	Northeastern
Zoning	R-3
Snow Zone	8
Flood Plain Zone	X

CRIME Baltimore

Map of Baltimore's Crime.
Interactive search within the past months,
300 records maximum. **Need more?**

Get FREE Local Crime Alerts
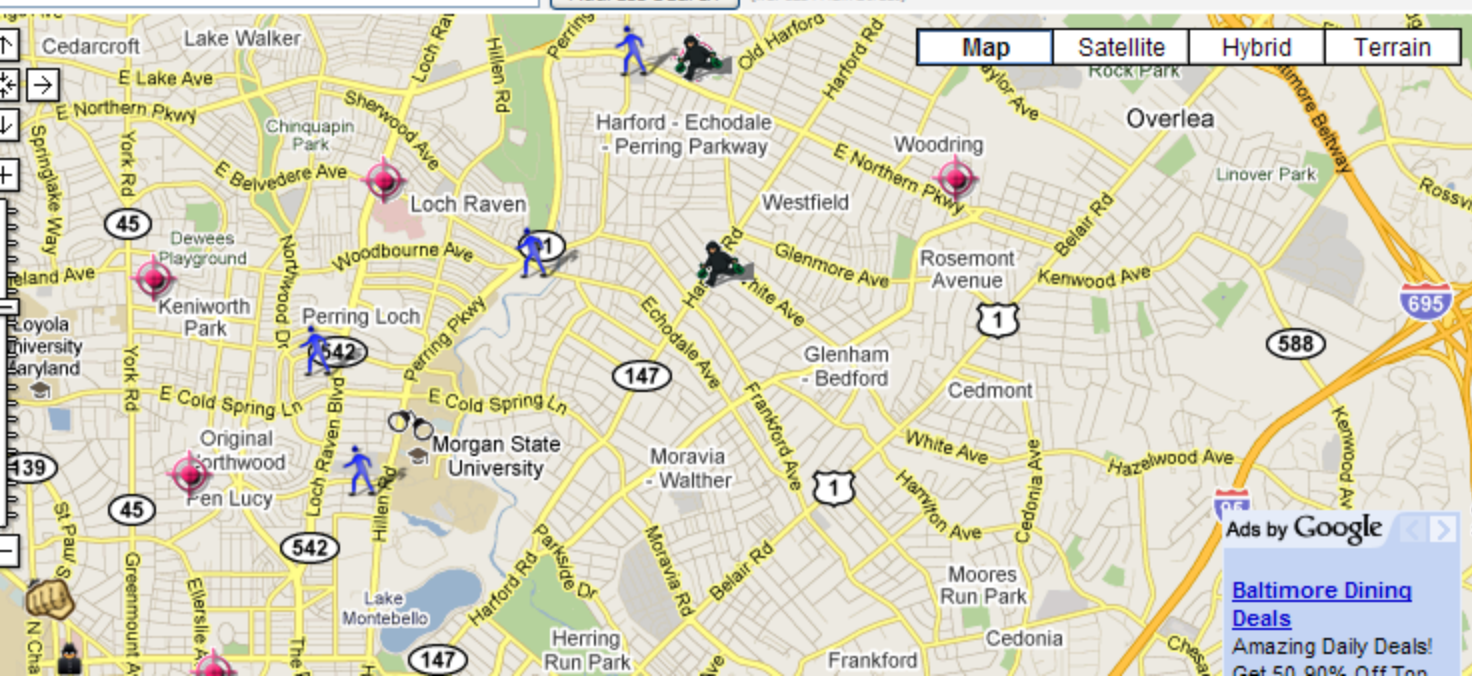Stay updated with inbox alerts for your neighborhood!

Email: [＿＿＿＿＿＿＿]   **Password:** [＿＿＿＿＿＿＿]

Address: [e.g. 100 Main Str, Baltimore, MD]   **SIGN UP FREE!**

05/21/10 📅 To: 07/21/10 📅   Keyword: [＿＿＿＿＿]   🔄 **Refresh Map**

All ☑ Arrest ☑ Arson ☑ Assault ☑ Burglary ☑ Robbery ☑ Shooting ☑ Theft ☑ Vandalism ☑ Other ☑ ❓ User Reported ☐ Analytics Help ❓

[＿＿＿＿＿＿＿]   Address Search   (I.e. 1234 Main Street)   Records found: 300

Map | Satellite | Hybrid | Terrain

ALTIMORE CITY
PUBLIC SCHOOLS

SEARCH: [　　　　　　　] GO

GREAT KIDS
GREAT SCHOOLS

Note: Some of the documents below require Adobe Acrobat Reader. Click here to download a free copy

2009-10 Baltimore City Public Schools Map by Neighborhood | PDF

* School names subject to final approval.

[Select a School ▼] Go

Finding Information

Featuring the Baltimore City Public Schools Online School Directory.

To display detailed information about a school, select a school and click the "Go" button.

Dr. Alice G. Pinderhughes
Administration Building
200 E. North Avenue,
Baltimore MD, 21202

Phone: 443-984-2000

YAHOO! Maps

Map to Administration Building

Driving Directions

11-Eutaw-Marshburn Elementary

B	Students (% agreeing)				Parents (%agreeing)				Staff (% agreeing)				O	P
Elementary	2008	2009	2010	Dist	2008	2009	2010	Dist	2008	2009	2010	Dist		
g into this school is not a problem				59.1					58.3	61.3	50.0	66.2		
students is not a problem at this school	33.0	11.1	20.0	36.8					33.3	6.3	12.5	55.1		
hool property is not a problem at this school				48.1					83.3	50.0	62.5	68.0		
abuse of teachers is not a problem at this school				65.3					45.8	37.5	37.5	64.6		
sion of weapons like knives and guns is not a problem at this school	51.9	61.6	53.9	64.8					100.0	90.6	91.7	87.6		
on other students is not a problem at this school	38.5	11.5	24.6	34.6					20.8	6.7	12.5	44.3		
ohol abuse is not a problem at this school	62.3	79.0	62.6	66.2					100.0	96.9	95.8	81.0		
t a problem at this school	71.6	73.2	59.1	65.5					100.0	90.6	100.0	89.7		
drinkable water at school is not a problem at this school									91.7	80.7	75.0	80.2		
problem at this school		52.4	54.4	60.5						87.5	79.2	78.1		
school	39.2	57.7	60.5	67.7					69.6	80.0	62.5	87.5		
fe at this school	39.2	57.7	60.5	67.7	85.7	79.7	86.2	88.6	70.8	74.2	70.8	85.6		
fe going to and from school	62.0	85.1	72.3	73.9	87.1	80.5	88.5	88.2	59.1	67.7	62.5	76.2		
l is making progress with school safety					77.9	77.9	85.1	87.9						
res	**49.7**	**53.9**	**50.9**	**59.1**	**83.6**	**79.4**	**86.6**	**88.2**	**70.4**	**62.6**	**63.6**	**73.8**		
l provides opportunities to see student work in the arts						79.7	86.5	83.8						
r learning in and through the arts are part of our school environment										90.0	95.8	76.6		
g is shared among staff and students										84.4	79.2	80.3		
school like me to ask questions and be a good thinker		90.4	93.8	93.2										
livened through artistic and cultural enrichment		73.1	63.3	57.4						75.0	83.3	66.4		
ity and thinking of new ideas is encouraged at the school		73.3	73.2	67.7		87.7	91.7	88.7						
res		**78.9**	**76.8**	**72.7**		**83.7**	**89.1**	**86.3**		**83.1**	**86.1**	**74.4**		
ndle students who disrupt class				51.0					62.5					
e classroom get in the way of student learning				41.1	45.6	31.8	31.6	53.1	12.5	21.9	16.7	36.5		
clearly defined rules and expectations for students' behavior	78.1	94.8	91.2	85.1	82.6	93.0	93.6	91.7	78.3	80.7	79.2	77.5		
s are strictly enforced									56.5	61.3	37.5	60.4		
ides an orderly atmosphere for learning					82.6	77.7	83.9	84.9	70.8	81.3	66.7	77.4		
dents get away with it				54.5	69.1	66.1	58.1	68.6	30.4	50.0	45.8	53.1		
arded for positive behavior	86.0	93.1	89.0	71.2	76.8	87.4	90.6	88.2	60.9	93.3	100.0	86.4		
most of the students at this school by name	76.0	87.3	82.9	79.2	88.1	95.5	88.9	91.2	54.2	53.1	41.7	65.0		
ents at school know me by name				79.3										
the teachers when they need help		88.7	90.1	92.7					87.5	80.7	79.2	87.8		
ng well with each other	19.6	20.4	27.5	44.6					41.7	45.2	66.7	80.4		
ng well with teachers	45.7	52.2	52.4	55.5					87.5	68.8	79.2	83.8		
bout their students				72.6	87.9	90.2	92.5	92.8	100.0	93.6	95.8	97.9		
res	**61.1**	**69.5**	**68.6**	**63.4**	**76.1**	**77.4**	**77.0**	**81.5**	**61.8**	**66.3**	**64.4**	**73.3**		
high standards for academic performance					82.4	85.7	87.1	89.5		80.7	79.2	86.9		
expectations for meeting instructional goals clear to students				87.6					95.8	96.8	91.7	95.3		
rage me to work hard in my classes				84.5										
e extra academic help to students who need it									91.7	96.7	83.3	96.5		
rage students to take challenging classes									63.6	76.0	81.8	86.7		
e all students can do well in school if they try				84.8	88.4	95.6	95.7	94.5	91.7	86.7	87.0	92.9		
ll organized and prepared				71.6	94.1	86.7	90.6	90.6	83.3	87.1	87.0	93.8		
sponsible for their students' academic success									87.5	96.7	78.3	92.3		

BALTIMORE

CITY OF BALTIMORE

I Want To... ▼ | Keyword or Search ▶

CITIZEN RESOURCES

Online Service Requests

Online Payments

Employment

City Services Directory

City Events Calendar

Crime Fighting Directory

Traffic Advisories

Interactive Maps

Community Services

Frequently Asked Questions

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Baltimore City Newsletters

ELECTED OFFICIALS

Mayor

City Council

News | **Transition Tracker** | Twitter | YouTube

Three Years In, Progress Continues

Baltimore, MD. (July 20, 2010),
Number of Students Meeting and Exceeding State Standards Increases; Growth in Middle Grades and Across Student Subgroups Persists; Attendance a Critical Factor in Student Achievement

Three years into a major transformation, Baltimore City Public Schools' 2009-10 Maryland School Assessment (MSA) results show continued progress in student achievement and, while more measured than the record gains of the last two years, reflect a deepening foundation for academic growth over the long term. This year's results show a doubling in the number of students not just meeting, but exceeding state standards over the last three years; sustained, three-year growth in the middle grades that exceeds elementary gains; persistent growth across student groups; and a stark achievement gap between students with strong and poor attendance.

Overall, student performance in reading remained stable from last year and at the district's highest level ever, while student performance in math continued its steady climb of recent years, also representing a district record: 72.4 percent of students scored proficient or advanced on the reading MSA in 2009-10 compared to 72.4 percent in 2008-09, and 66.3 percent scored proficient or advanced on the math MSA, compared to 63.5 percent last year...

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Tools & Sharing

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Baltimore, Maryland 21202
Phone: **(410) 396-3835**
Fax: **(410) 576-9425**
Email the Mayor

SOCIAL MEDIA

social media DIRECTORY

Acknowledgements